

1984

## Center for Higher Education 1984-85 Bulletin

Nova University

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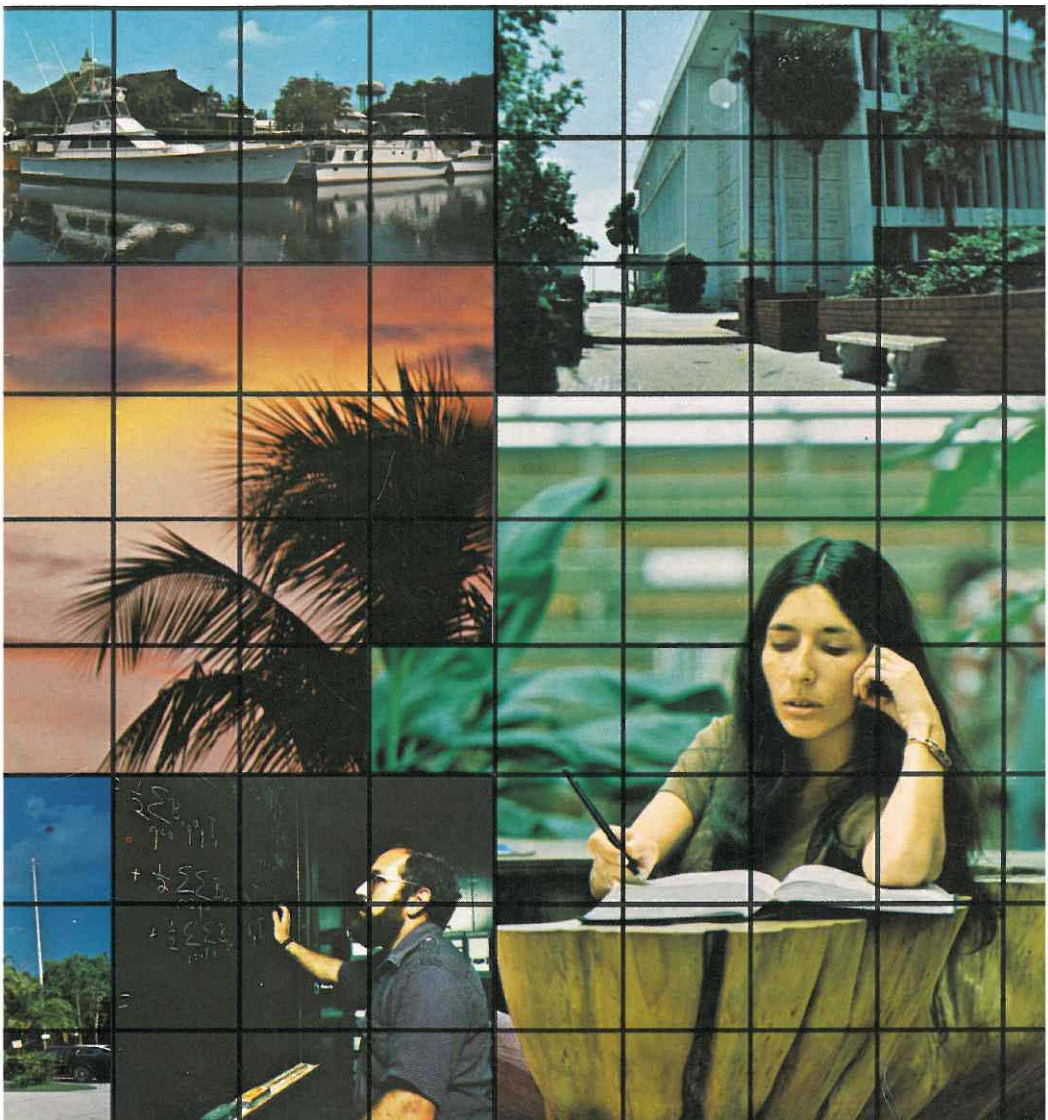
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 Nova University

# Center for Higher Education

1984-85 Bulletin



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## Center for Higher Education

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*Policies and programs set forth herein are effective through June 30, 1985.  
The regulations and requirements herein, including fees, are necessarily  
subject to change without notice at any time at the discretion of the Nova  
University administration.*

*Nova University is chartered by the State of Florida and is accredited by  
the Southern Association of Colleges and Schools.*

*Nova University admits students of any race, color, and national or  
ethnic origin.*



The growth of Nova University as a dynamic, mission-oriented educational institution has been coupled with an intensive search for strategies designed to make each of its courses of study maximally responsive to individual human needs. Hence, Nova University continues to press forward in seeking solutions to major societal problems while offering to its students many opportunities for intellectual challenge, professional preparedness and personal awareness.

Alexander Schure  
*Chancellor*

Having entered its second decade, Nova University is beginning to see the impact that its graduates are having upon the institutions within our society. Many of the University's programs are mission-oriented, designed to improve the performance of professionals, and evidence is being collected which indicates that Nova alumni are having a strong, positive effect on the institutions in which they are employed.

Independent education must continue to be responsive and adaptable to the varying needs of potential students if it is to represent a true alternative to the tax-supported sector. Nova University is committed to maintaining quality at the same time it is meeting these needs.



Abraham S. Fischler  
*President*

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# Center for Higher Education

The Center for Higher Education at Nova University provides field-based Ed.D. programs to practitioners working in higher education, vocational education, or adult education, including business, industrial and military training programs. The center provides a regionally accredited field-based degree program for educational practitioners who desire its advantages. The center capitalizes on the field-based delivery system to combine formal instruction, independent study, and applied research into an integrated program of study designed to be completed in approximately three years.

**Philosophy and Mission** The program offered by the Center for Higher Education embodies a commitment to provide quality doctoral education. This commitment stems from the goal to foster more rational decision making in educational programs and systems by improving the skills of those who are currently involved with the planning, management, and delivery of such programs. Thus, the center's programs are designed exclusively for practitioners who are employed in positions related to one of the areas of specialization.

Having established this mission, the field-based delivery system was developed as the most appropriate means for offering the program. The most salient aspect of the field-based approach is that there is no on-campus residency requirement—it does not force the removal of practitioners from the very positions and responsibilities for which they are seeking advanced preparation. On the contrary, the field-based approach allows for the integration of study and practice. Program participants, who are steeped in the day-to-day problems, issues, and conditions of education, use their knowledge and experience to examine critically the “real world” efficacy of theory and practice presented through formal instruction and learned through independent study. And because of their status as practitioners, they have the opportunity (and are required) to submit to the test of reality newly acquired knowledge and competencies, through direct application within their own institutions or systems.

The significance of this structured intermingling of study and practice is summed up in the following point: in most traditional Ed.D. programs, the ability to perform as an outstanding practitioner is assumed to be a consequence of earning the degree. At Nova University, it is a *condition* of earning the degree.



**Clusters** In the center's Ed.D. programs, the cluster replaces the campus. All program participants are organized into groups called clusters. All participants belong to a cluster, and all clusters are headed by a cluster coordinator, who is a local, part-time representative of Nova University. Cluster coordinators are responsible for managing the business affairs of a cluster (operating funds, meeting facilities, cluster library, student records, etc.) and for serving as a liaison between cluster members, the national lecturers, and the Center for Higher Education. Cluster coordinators also render academic assistance to participants. All cluster coordinators are professional educators with earned doctorates.

Clusters provide the vehicle through which instruction and other services are provided to participants. During the first two nine-month academic years, which comprise three three-month terms each, formal instruction covers six of seven required seminars. The seventh is held in conjunction with the summer institute. National lecturers travel to the cluster for seminar meetings. The cluster coordinator makes arrangements for the meeting place and coordinates this with the national lecturers.

Members of a cluster are generally from the same geographic area and often employed by the same organization. They share similar professional concerns and goals and often must deal with similar problems. Thus, clusters usually gel into closely-knit social-educational-professional groups that participants often find a source of support, guidance, and inspiration. Many rewarding personal and professional relationships are formed during the life of a cluster.

A cluster may form almost anywhere that there is enough interest. Generally, 20 or more participants are needed to form a cluster. Clusters are now operating throughout the United States.

**Admissions** Admission to the program requires a master's degree from an accredited institution, current employment in a job related to the applicant's area of specialization, and three letters of recommendation from senior academic or administrative personnel in the applicant's place of employment. The letters of recommendation are to be written on forms provided by the Center of Higher Education. An interview with a central staff member or cluster coordinators is also required.

For an applicant to be considered for admission, the following credentials must be submitted: completed application form, master's transcript, and the letters of recommendation. Applications are received and considered any time during the year. Specific criteria for admission is as follows:



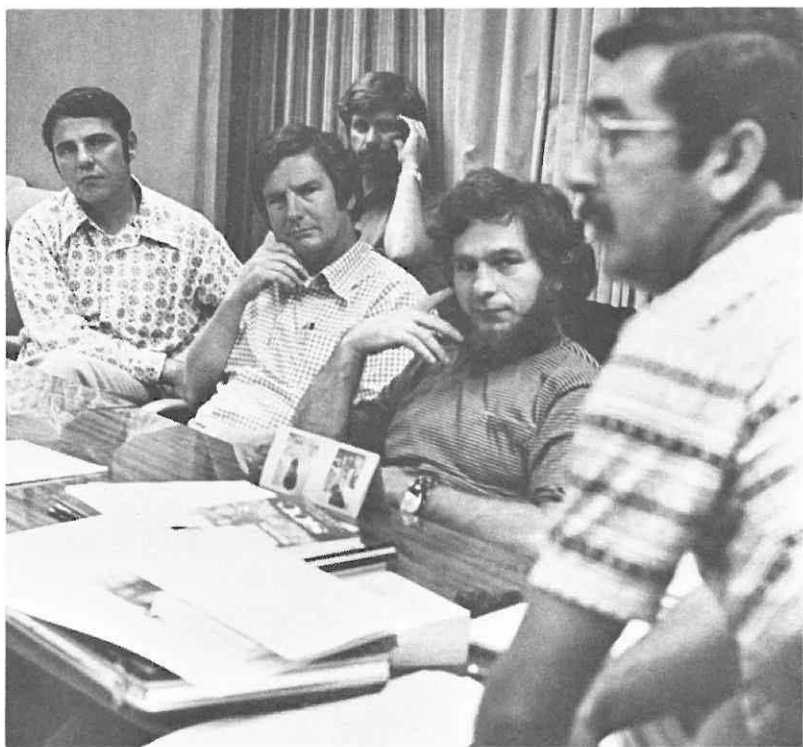
**LEADERSHIP IN ADULT EDUCATION**—A person employed full time in adult education (e.g., training or educational programs in business or industry, postsecondary educational programs not awarding college credit, basic adult education programs).

**HIGHER EDUCATION**—A faculty member or administrator employed full time in a postsecondary educational institution that awards college credit (e.g., community/junior college, 4-year college or university).

**VOCATIONAL, TECHNICAL, OCCUPATIONAL EDUCATION**—A faculty member or administrator employed full time in vocational, technical, or occupational education.

If an applicant meets all requirements and has submitted all required credentials, final admission to the program is dependent upon the formation of a cluster within the applicant's geographic area. Therefore, there may be a period of several months between the time an applicant is admitted and a new cluster can be formed and merged into the schedule. Participants are notified by their coordinator regarding enrollment and registration.

Application materials and other information may be obtained from the Admissions Office, Center for Higher Education, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314, or by calling (305) 475-7377.



**Fees and Tuition** A nonrefundable application fee of \$25 must be submitted with an application. The following tuition schedule is in effect:

First year (three terms—\$950/term plus \$25 application fee) . . . . .	\$2,875
Second year (three terms—\$950/term) . . . . .	2,850
Third Year (\$950/term—January, May, and September) . . . . .	2,850
Total for three years . . . . .	\$8,575

Tuition beyond the third year is \$1,350 per year or \$450 per four-month term. Participants who enroll and pay tuition beyond the third year will receive a refund of \$200 if they complete their work within the first two months of the term.

Attendance at two summer institutes is required for graduation. While there is no fee for the summer institutes, participants must be currently enrolled and pay their own transportation and living expenses. (Hotel rooms are available at special convention rates.)

Upon graduation, each participant must pay a Major Applied Research Project fee of \$25. Additional fees include a late payment fee of \$50 and a reinstatement fee (for those who leave and then re-enter the program) of \$10.

Tuition for participants is based on the date they entered or were reinstated.

**Refunds** A participant paying tuition prior to the start of the first seminar session, and notifying the Center for Higher Education of withdrawal from the program *before* the first seminar session, will be entitled to a full refund of all monies paid, with the exception of the \$25 nonrefundable application fee.

If an application is rejected, the applicant will be refunded all monies paid except the nonrefundable application fee.

If a cluster fails to form in the applicant's geographic area, all monies will be returned.



**Financial Aid** Nova University operates several programs of student financial aid in order to assist the greatest number of its students possible in meeting the direct and indirect educational expenses. Its financial aid programs derive from federal, state, and private sources. Details of the various programs are available from the Office of Financial Aid.

**Alumni Association** Nova University has an active alumni association that is coordinated by the Office of Alumni Affairs. The association is organized on three levels—local, state, and national—which work in concert to provide special programs and other services that promote the professional and intellectual growth of graduates and which maintain lines of communication between graduates and the University. The Office of Alumni Affairs also offers job placement and credentials file services. Additional information may be obtained from the Office of Alumni Affairs.

**Student Conduct and Rights** Students are expected to comply with the legal and ethical standards of Nova University and the Center for Higher Education. Academic dishonesty and nonacademic misconduct are subject to disciplinary action. Specific instances of misconduct include, but are not limited to, cheating, plagiarism, knowingly furnishing false information to the University, and forging or altering University documents or academic credentials.

Students who feel their rights have been denied are entitled to due process. Information on grievance procedures is contained in the Policy and Procedures Manual and is available from the Center for Higher Education.

**Calendar** The academic year of the Center for Higher Education is divided into three terms:

Fall Term: September-November

Winter Term: January-March

Spring Term: April-June

New clusters may start at the beginning of any term (i.e., in September, January, or April).

All seminar work takes place during the first two years of the program, during which one seminar per term is scheduled. The seminars are scheduled for a minimum of three day-long sessions on Saturdays during the term. The seminar on Governance and Management, is scheduled in conjunction with the summer institute. Thus, at the end of the first two years, each participant should have completed the seven required seminars.

During the third year of the program, each participant, if eligible, works on the Major Applied Research Project. Participants no longer meet for seminars, but meet with MARP Advisors and others for counseling and advising. The cluster coordinator helps arrange these meetings.

Participants who require more than three years to complete the program come under the jurisdiction of the Office of Continuing Services (OCS). This office assists such participants in obtaining needed advice and counseling for completing the program. The OCS, when possible, contracts with the former cluster coordinator to continue providing the participant with services locally.

**Grading System** The Center for Higher Education assigns grades of PASS, NO PASS, and INCOMPLETE for seminars and PASS, NO PASS, and UNACCEPTABLE for practicums. Seminar grades are assigned by the national lecturer responsible for that seminar and practicum grades are assigned by the practicum evaluator.

A PASS indicates the participant has satisfied all seminar or practicum requirements.

An INCOMPLETE for a seminar indicates the participant has attended the seminar but has failed to meet *all* requirements. However, that it is reasonable to expect that the participant *will* be able to satisfy the requirements. An INCOMPLETE must be made up by the date stipulated in the Policy and Procedures Manual. If not, it becomes a NO PASS.

A NO PASS indicates that a participant has attempted to complete all requirements in the seminar but has failed to do so. Any participant receiving a NO PASS must repeat the seminar.

A grade of UNACCEPTABLE means the practicum needs revision. When a practicum receives a “U” on the second revision, a NO PASS is assigned and the participant must begin a new practicum on a new topic.

Participants who receive two NO PASSES will be terminated from the program and may not be readmitted.

**Graduation Requirements** To graduate, a participant must fulfill the following requirements:

1. Attend and pass the seven seminars (3 credit hours each)
2. Pass five practicums (4 credit hours each)
3. Successfully complete the MARP Proposal and MARP (21 credit hours)
4. Attend two summer institutes (no credit given, but attendance is required)
5. Submit an acceptable Individualized Evaluation
6. Be current in all tuition and fees

All requirements must be completed within seven years of the date of the beginning of the term of entry.

No provisions are made for transfer of credit, credit for life experience, or other forms of advanced standing. The Doctor of Education (Ed.D.) is the only degree awarded by the Center for Higher Education in the three areas of specialization offered by the center.

**Withdrawal** Participants who wish to withdraw from the program—either temporarily or permanently—must inform the Center for Higher Education’s Admissions Office in writing to be eligible for allowable refunds. Participants who give written notice of their intent to withdraw prior to the first session of a seminar will not be assessed for that or subsequent seminars until they are formally readmitted. Participants who withdraw and reenter are assessed a readmission fee of \$10 and are subject to the prevailing tuition rate.

Since some seminars are offered only once at a particular site, participants are advised that failure to attend a seminar when it is offered to their cluster may experience some logistical difficulties in making up the missed seminar at a later date. For this reason, participants are urged to maintain continuous enrollment at least during the first two years of the program.

**Readmission** Individuals on withdrawal who wish to be readmitted must complete a readmission form and be approved for readmission by the Admissions Committee of the Center for Higher Education.

**Seminar Descriptions** Participants must attend and pass seven seminars. Five of these seminars are "core" seminars, and are required of all participants regardless of specialization. Two seminars are "specialization" seminars and are taken only by those participants who have chosen that specialization. Normally participants attend one seminar per term.

## Core Seminars

**CURRICULUM AND PROGRAM PLANNING.** This seminar is designed to familiarize the participant with the various theories, principles, and practices related to instructional content and delivery. It includes the study of philosophical and ideological bases of curriculum theory, curriculum change and development, organization of learning experiences, contemporary theories of curriculum, and evaluation of instructional programs. In addition, other topics related to curriculum are studied. Such topics include human growth and development, cultural pluralism and educational alternatives, teaching methods, and instructional materials.

**GOVERNANCE AND MANAGEMENT.** This seminar covers theories, structures, and processes in the management of educational institutions or programs. General theories of organization and management principles are studied. Among the topics covered are theories of human and organizational behavior, situational theory, administrative organization, evaluation, and governance models.

**APPLIED EDUCATIONAL RESEARCH AND EVALUATION.** This seminar covers the principles of applied research and evaluation including research design, data collection, and statistical analysis. Emphasis is on those techniques and strategies that are most appropriate for applied research and evaluation in the social sciences. Specifically, this seminar leads to the development of competencies in the identification of researchable problems, preparation of research proposals, selection and use of appropriate research tools and methods, and formulation of reasonable conclusions from research results.

**LEARNING THEORY AND APPLICATIONS.** This seminar covers three broad areas related to learning theory and applications. The first area is basic theories of learning, including the stimulus-response tradition, the cognitive approach (Gestalt psychology, purposive behaviorism, etc.), and Skinnerian behaviorism. The second area covers the management of learning, including transfer of learning, massed vs. distributed learning, the role of reward and punishment, the relationship between personality development and learning, and the adult learner. The third area is concerned with learning as applied in various educational/instructional settings and focuses on the assessment of learning and the development of alternate strategies to facilitate learning.

**SOCIETAL FACTORS AFFECTING EDUCATION.** This seminar explores the forces in society that affect lifelong education including (1) the nature of social systems (organizations, communities, states, nations) including structures, norms, values, leadership, relationships, quality of life, dynamics of maintenance and change, control, roles, conflicts, and characteristics of learning environments; (2) social trends and their impact on education including the knowledge explosion, technological change, changing population patterns, value shifts, changes in family life, changes in the world of work, and changes in interinstitutional relationships; and (3) planning for the future including theories of change, strategies for intervention, the role of the change agent, the art of forecasting, organization renewal, and the role of education in societal change.







## **Specialization Seminars—Higher Education**

**THE POLITICS, LAW, AND ECONOMICS OF HIGHER EDUCATION.** This seminar applies the techniques and theories of political science and economics to the study of educational policy making and analysis. Local, state, and federal political systems are explored and the various actors and their roles are identified and analyzed.

**THE EMERGENCE OF HIGHER EDUCATION IN AMERICA.** The areas of study in this seminar concern the historical and philosophical roots of higher education; the medieval, Renaissance, and Reformation contributions to the idea of the American college; the evolution and diversification of American higher education; and the dynamic pattern of American higher education in the late 20th Century. Also, the critics of higher education and their impact thereon are explored.

## Specialization Seminars—Leadership in Adult Education

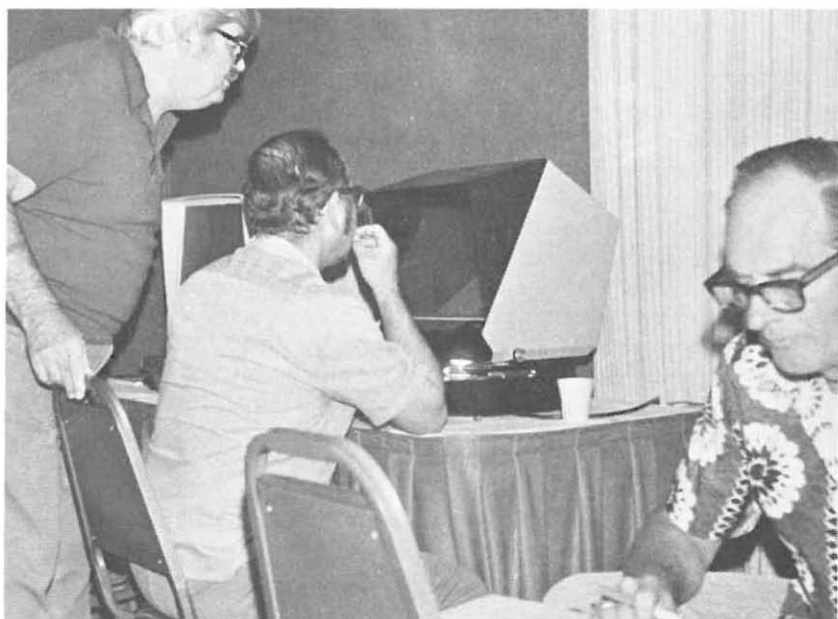
### HISTORY, PHILOSOPHY, AND NATURE OF ADULT EDUCATION.

The broad goal of this seminar is to provide participants with a perspective on where they fit into an evolving field of professional practice. Two kinds of perspectives are examined: vertical and horizontal. By vertical perspective is meant the ability to see the present situation in the light of past developments and future trends—to place the here-and-now in an evolutionary process. Horizontal perspective means the ability to see one's role in a particular institution in the context of all the roles in all institutions as they exist now—to locate one's self in the broad field of adult education in the present scene. This purpose is translated into three broad objectives around which the seminar is organized: (1) the development of an understanding of adult education's characteristics as a social movement and its role in society; (2) the development of knowledge about the scope and structure of adult education as a field of operations, and (3) the development of an understanding of adult education as a discipline and field of study.

### THE THEORY AND PRACTICE OF ADULT EDUCATION

**METHODOLOGY.** In this seminar, emphasis is on the development of skills in the use of such experiential techniques as competency-based education, contract learning and other forms of individualized learning, computer-assisted instruction, simulation exercises, laboratory methods, and various group techniques. Also treated are such related topics as assessment of prior learning, consultation skills, the role of the learning facilitator, educational brokering, change agent skills, and the selection of materials. Theoretical guidelines for selecting the appropriate methods and materials for accomplishing particular learning outcomes will be developed.





## Specialization Seminars—Vocational, Technical, Occupational Education

**PERSONNEL.** This seminar covers the recruitment, supervision, and evaluation of personnel in educational institutions. Contemporary theories and practices in staff development, human resource management, and similar issues are explored. The administration of student personnel services is also covered.

**THE EMERGENCE OF VOCATIONAL, TECHNICAL , AND OCCUPATIONAL EDUCATION IN AMERICA.** This seminar covers the historical development of VTO education in the United States, including the social, political, and economic factors that impinge on that development; the current status of VTO education; and forecasts of future changes and developments. Also studied are the roles of business, industry, and government; and the economics of VTO education.

**Practicums** Practicums are applied research projects that are designed to promote the solution to current problems in the participant's institution. They are highly structured opportunities to put theory into practice and to submit newly gained knowledge and skills to the test of reality.

Participants must successfully complete five practicums, one related to each of five different seminars. All participants must complete a practicum for the seminar on Applied Educational Research and Evaluation and at least one practicum for a specialization seminar. Participants are encouraged to write practicums for both of their specialization seminars.

The practicums promote the translation of theory into practice by requiring the participant to relate the theory presented in a seminar to a problem, project, or condition in his or her institution. The goal of a practicum is not the creation of new knowledge (though this may occur), but the formulation and, ideally, the implementation of a plan of action that will lead to some improvement in the participant's institution or organization. Each practicum provides experience in designing and conducting applied research projects. The participant is assisted in this process by the cluster coordinator, a central staff reviewer, and a practicum evaluator.

**MARP** The Major Applied Research Project (MARP) is expected to be the major participant activity during the third and subsequent years of the program. MARPs are much like practicums, only much more ambitious and rigorous. Another distinction is that whereas the practicum is, in part, a vehicle for sharpening one's skills in planning and conducting applied research, the MARP is the vehicle for the final demonstration that one has, indeed, mastered those skills.

A participant is allowed to begin work on the MARP when he or she has passed six seminars and four practicums. Participants are not assigned a MARP advisor until these requirements are met.

The MARP involves the application of research to actual problems and issues in education. Since the Ed.D. program stresses experiences that contribute to the professional improvement of the participant and the MARP year is the capstone of those experiences, the nature of the project undertaken should be potentially useful in a professional situation, most likely in the institution or organization in which the participant is employed.

Participants are guided and assisted throughout the MARP process by a three-member MARP committee that consists of a MARP advisor, and central staff committee member, and a local professional committee member.

**Summer Institute** To graduate, each participant must attend two summer institutes. Summer institutes are week-long events that bring together participants, cluster coordinators, practicum evaluators, MARP advisors, national lecturers, central staff, and nationally known educators to express and share ideas. Material is presented that explores the deeper implications of the seminars and that elaborates on the application of theory to current issues in education. Both formal and informal activities provide ample opportunities for mutual teaching and learning among participants and other educators from all across the country. Many participants find the summer institute to be one of the most stimulating and rewarding aspects of the program.

Since 1977 an annual Practitioners' Hall of Fame has been held during the summer institute. This event provides a forum for practitioners to share with others new, innovative, or in some way unique projects which they have successfully undertaken. In this way, the problems and concerns of those in the "front lines" education are addressed, and solutions that are within the means of most practitioners are articulated. Papers selected for presentation at the Practitioners' Hall of Fame are acquired through a national call for papers.

## Learning Resources

**CLUSTER LIBRARIES.** The Center for Higher Education provides each cluster with a collection of books and other reading materials that are included on the bibliographies compiled by national lecturers in each seminar. The cluster coordinator makes provisions for storing these materials and distributing them to participants as needed.

In addition, each cluster is provided with an annual operating fund with which to pay for cluster administrative expenses and to obtain additional resources deemed necessary by the cluster. This practice allows substantial local discretion to each cluster in determining and obtaining resources that are most appropriate for local needs.

**INFORMATION RETRIEVAL SERVICE.** The Information Retrieval Service (IRS) houses a microfiche collection of the Educational Resources Information Center (ERIC). This collection now exceeds 220,000 documents, and about 1,200 are added monthly. Using widely available printed indexes or computer searches, participants can identify needed documents and obtain them from the IRS free of charge. Since it began operation in September of 1976, the IRS has distributed over 25,000 documents on microfiche.

The IRS also has computer access to Eric and more than 200 other databases, including several social science databases that contain education-related information. The IRS does comprehensive searches, "quick searches," and current awareness searches of these databases for program participants, faculty, and graduates. This service helps users identify journal articles, books, doctoral dissertations, government publications, and other print and nonprint materials needed for practicums and other projects. Altogether, the databases to which the IRS has access contain more than 75 million resources.



**Faculty** Participants are taught by nationally recognized authorities drawn from major universities and other institutions across the country who are hired as national lecturers on the basis of their subject expertise, teaching ability, and professional recognition. National lecturers travel to each cluster to conduct the sessions for each of the required seminars.

# National Lecturers

## CORE SEMINARS

### APPLIED EDUCATIONAL RESEARCH AND EVALUATION

GEORGE BARTON

*Nova University*

GARY RANKIN

*South Oklahoma City Junior College*

CLIFFORD SHISLER

*Southern Illinois University*

### CURRICULUM AND PROGRAM PLANNING

JOSEPH COOK

*Florida Atlantic University*

BARTON HERRSCHER

*Center for Educational Development*

ALBERT PAUTLER

*State University of New York at Buffalo*

DONALD RIPPEY

*University of Texas at Austin*

RENEE WESTCOTT-HILL

*Central Piedmont Community College*

### GOVERNANCE AND MANAGEMENT

JAMES GOLLATTSHECK

*Valencia Community College*

FREDERICK KINTZER

*University of California at Los Angeles*

FRANK SAMUELS

*Milwaukee Area Technical College*

JOHN SCIGLIANO

*Nova University*

### LEARNING THEORY AND APPLICATIONS

GUERIN FISCHER

*Clearbrook Center*

OSCAR MINK

*University of Texas at Austin*

RICHARD RIPLE

*Cornell University*

EARL WRIGHT

*San Antonio Community College*

JOHN LOSAK

*Miami-Dade Community College*

### SOCIETAL FACTORS AFFECTING EDUCATION

GUERIN FISCHER

*Clearbrook Center*

KENNETH VARCOE

*Penn State University*

### SPECIALIZATION IN HIGHER EDUCATION

#### THE EMERGENCE OF HIGHER EDUCATION IN AMERICA

DONALD BRYANT

*Carteret Technical College*

GEORGE CHAMBERS

*University of Pittsburgh*

FREDERICK KINTZER

*University of California at Los Angeles*

JAMES WATTENBARGER

*University of Florida*

#### POLITICS, LAW AND ECONOMICS OF HIGHER EDUCATION

J. TERENCE KELLY

*Miami-Dade Community College*

DALE LAKE

*Educational Consultant*

SEBASTIAN MARTORANA

*Pennsylvania State University*

ROSS MORETON

*Nova University*

### SPECIALIZATION IN LEADERSHIP IN ADULT EDUCATION

#### HISTORY, PHILOSOPHY, NATURE OF ADULT EDUCATION

LELAND COOPER

*Appalachian State University*

MALCOLM KNOWLES

*North Carolina State University (Retired)*



## THEORY AND PRACTICE OF ADULT EDUCATION METHODOLOGY

GEORGE AKER

*Action Research Corp.*

LELAND COOPER

*Appalachian State University*

MALCOLM KNOWLES

*North Carolina State University (Retired)*

## SPECIALIZATION IN VOCATIONAL, TECHNICAL, AND OCCUPATIONAL EDUCATION

PERSONNEL

JOHN W. GLENN, JR.

*State University of New York*

GEORGE MEHALLIS

*Broward Community College*

FRANK SAMUELS

*Milwaukee Area Technical College*

## THE EMERGENCE OF VOCATIONAL, TECHNICAL, AND OCCUPATIONAL EDUCATION IN AMERICA

GEORGE MEHALLIS

*Broward Community College*

## *Biographies*

**GEORGE F. AKER**, MARP advisor and national lecturer in Theory and Practice of Adult Education Methodology, is professor of adult education and director of Educational Management Systems at Florida State University. Dr. Aker received a B.S. degree, with Highest Distinction, from Purdue University and an M.A. and Ph.D. degree from the University of Wisconsin. He has many years experience in extension and adult education and was the first director of Studies and Training in Continuing Education at the University of Chicago. He was also involved in the planning and design of a number of international conferences at the University of Chicago Center for Continuing Education. In 1963, Dr. Aker established the graduate and research Department of Adult Education at Florida State University. His other professional activities include serving on the President's Joint Commission for the Training of Correctional Manpower and as president of the Adult Education Association. Dr. Aker has been recognized for distinguished service by the Adult Education Association, The National Association of Public Continuing Education, the American Society of Training and Development, the Florida Law Enforcement Academy, and the Venezuelan Association for Adult Education.

**GEORGE M. BARTON** is the director of instruction for the Center for Higher Education. He also serves as a National Lecturer in Educational Research and Evaluation and as a central staff committee member for MARPs. Dr. Barton received a B.S. degree from Florida Southern College and his M.Ed. and Ed.D. degrees from the University of Florida. He has been a teacher at the University of Florida, the Director of Student Personnel at Daytona Beach (Florida) Junior College, Director of the Junior College Program at Educational Testing Service, and Dean of Student Affairs at Essex County College in Newark, New Jersey. He has also served as Director of Institutional Research, Collegium Dean, and Dean of Educational Systems at Hillsborough Community College in Florida. Dr. Barton has been a consultant and speaker at many national workshops and institutes, and has served on several national committees, including Commission IX of the American Personnel and Guidance Association and the Outcomes of Higher Education Task Force of the National Center for Higher Education Management Systems.

**JOHN W. BOUSEMAN**, practicum evaluator, is vice president and provost of the Plant City (Florida) Campus of Hillsborough Community College. He received his B.A. and B.S. degrees from Anderson College and his M.A. and Ph.D. degrees from the University of Chicago. Dr. Bouseman worked with the Central YMCA Schools in Chicago moving from high school and continuing education teacher to high school principal, junior college dean of students, dean of the college, and vice president for academic affairs. He also served as adjunct professor in the Graduate School of Education at DePaul University before joining Hillsborough Community College. Dr. Bouseman has served as president of the Independent Schools Association of Greater Chicago and the Illinois Junior College Administrator's Association. He has served as an officer and/or board member for numerous civic and professional organizations in Illinois and Florida. Among his many current responsibilities, he is coordinator of Region V of the Florida Consortium for Community College Television and a member of the State of Florida Advisory Committee on Instructional Television. He also serves as adjunct professor for the Union Graduate School.

**DONALD W. BRYANT**, coordinator of the Morehead Cluster and national lecturer in The Emergence of Higher Education in America is president of Carteret Technical College, Morehead City, North Carolina. Dr. Bryant received his B.A. degree from Wake Forest University, M.A. degree from the University of Georgia and his Ed.D. degree from North Carolina State University. Prior to assuming his present position in 1973, he served as academic dean at Sampson Technical Institute in Clinton, North Carolina. Dr. Bryant has written extensively, presented many papers at national conventions and has received several honors for his civic and professional activities.

**JOSEPH B. COOK**, MARP advisor and national lecturer and seminar coordinator in Curriculum and Program Planning, is an associate professor of Education at Florida Atlantic University. Dr. Cook received his B.A., M.R.C. (Rehabilitation Counseling), and Ed.D. degrees from the University of Florida. Before joining F.A.U., he was at Miami-Dade Junior College as a counselor and later as director of guidance. He was also a counselor at the University of Miami. Dr. Cook has been consultant to the Florida Department of Education, the Bureau of Higher Education (HEW), and the University of Ken-

tucky. Dr. Cook is the author of several publications, including *The Search for Independence* (Brooks/Cole Publishing Company, 1968).

**GEORGE F. CHAMBERS**, MARP advisor and national lecturer in the Emergence of Higher Education in America is president of the University of Pittsburgh at Greensburg. Dr. Chambers received his B.S., M.A., and Ph.D. degrees from the State University of New York at Buffalo. Immediately prior to assuming his present position, Dr. Chambers served as president of Nassau Community, Garden City, New York.

**LELAND COOPER**, national lecturer in Theory and Practice of Adult Education Methodology and in History, Philosophy, and Nature of Adult Education, is professor of Education at Appalachian State University. Dr. Cooper received his B.S. from Clemson College, his M.Ed. from the University of North Carolina at Chapel Hill, and his Ed.D. from the University of Florida, where he was a Kellogg Fellow. He is the author of several articles and is listed in WHO'S WHO IN INTERNATIONAL EDUCATION.

**GUERIN A. FISCHER**, practicum evaluator and national lecturer in Learning Theory and Applications and in Societal Factors, is executive director of the Clearbrook Center in Rolling Meadows, Illinois. He was formerly professor and vice president of student affairs at William Rainey Harper Community College, Palatine, Illinois. Dr. Fischer received his B.A. from the University of Washington, his M.A. from Eastern Washington State University, and his Ed.D. from Northern Colorado University. He has experience as a public school teacher, psychologist, counselor, and college administrator and teacher. Among his many additional professional activities, Dr. Fischer is treasurer and vice chairman elect of the National Council on Student Development (AACJC). He has served on several special boards and panels and has been a consultant to many colleges.

**DAVID D. GALE**, practicum evaluator, is dean and professor at the College of Allied Health and Nursing, Eastern Kentucky University. Dr. Gale received his B.S. from Cascade College, his M.S. from University of South Dakota, and his Ph.D. from the University of Iowa. He has many years of teaching and administrative experience at the college level. He has served as a consultant to many institutions in the United States and abroad on allied health and nursing development.

**JOHN W. GLENN, JR.**, national lecturer in Personnel Management, is director of Vocational-Technical Education of State University College at Utica/Rome, New York. He received his B.S. and M.S. degrees at the State University of New York at Buffalo and his Ed.D. from The Pennsylvania State University. Prior to his current position, Dr. Glenn was at State Technical Institute at Memphis, first as department head, Vocational-Technical Education, then as division head, General Vocational Technologies. He has written and spoken extensively on the subject of in-service staff development as well as on other topics.

**JAMES F. GOLLATTSHECK**, national lecturer in Governance and Management, is the president of Valencia Community College, Orlando, Florida. Dr. Gollattscheck received a B.A. and M.Ed. from the University of Florida and a Ph.D. from Florida State University. He has been a public school teacher and served as principal, director of educational services, director of personnel, assistant superintendent, associate superintendent, and acting superintendent of Pinellas County (Florida) Schools. At Valencia Community College, Dr. Gollattscheck was dean of academic affairs and executive vice president prior to becoming president. He has also served on, and has sometimes been chairman of, boards and advisory committees of a wide range of professional and civic organizations, such as the Community Education State Plan Committee (Florida), Media Systems Corporation, International/Intercultural Consortium Advisory Committee (AACJC), Advisory Council for Community Education (AACJC), Commission on Academic Affairs (ACE), Florida Association of Community Colleges Legislative Committee, and the National Center for Higher Education Management Systems. Dr. Gollattscheck is also the author of numerous articles and books on community colleges and community education.

**R. WILLIAM GRAHAM**, practicum evaluator, is a professor in the Barstow (California) Community College District. Dr. Graham received his B.A. from Pomona College and his M.S. and Ed.D. degrees from the University of Southern California. He has more than 20 years of high level experience in college administration. In addition, Dr. Graham has served as visiting or adjunct professor at the Universities of Wisconsin, South Florida, Minnesota, Southern California and New Mexico. He is also a senior consultant to the University of Mid-America and has served on many advisory boards and commissions.

**BARTON R. HERRSCHER**, national lecturer in Curriculum and Program Planning, is an associate professor at the University of Houston. He received a B.A. degree from Harris Teachers College (St. Louis), his M.Ed. from Southern Methodist University, and Ed.D. from the University of California at Los Angeles. Dr. Herscher was an instructor at Southern Methodist University and St. Louis Junior College, and also served as assistant dean of students at UCLA, program associate at the National Laboratory for Higher Education in Durham, North Carolina, president of Mitchell Community College, Statesville, North Carolina, and director of the Center for Educational Development in Houston. He is the author of several articles, monographs, and reports, and has contributed chapters to several books on instructional systems and design.

**J. TERENCE KELLY**, national lecturer in the Politics, Law, and Economics of Higher Education, is vice president for Education at Miami-Dade Community College. Dr. Kelly received his B.Ed. and M.Ed. from the University of Miami (Florida) and his Ed.D. from the University of Tennessee. He served as assistant registrar, administrative assistant to the president, acting director of the Office of Development, assistant to the president, and dean for administration and open college at Miami-Dade before becoming vice president. Dr. Kelly has written several articles on the subject of educational technology and instruction and has been a presenter at numerous conferences and workshops.

**FREDERICK C. KINTZER**, MARP advisor and national lecturer in Governance and Management, is professor of Higher Education and director of the Community College Leadership Program at the University of California, Los Angeles. Dr. Kintzer received his B.A. degree from the University of Washington and his M.A. and Ed.D. from Stanford University. He has written widely on the two-year college and has been a consultant on administrative reorganization in various states. He is a former president of the Council of Universities and Colleges (AACJC). Dr. Kintzer has extensive international experience, having been a consultant to the governments of Kenya and Sri Lanka. He has also studied higher education in Norway and Yugoslavia.

**MALCOM S. KNOWLES**, national lecturer in the History, Philosophy and Nature of Adult Education and in the Theory and Practice of Adult

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**DALE B. LAKE**, national lecturer in Politics, Law and Economics of Higher Education is an educational consultant. Dr. Lake received his Ph.D. from the New York University and his B.S. and M.Ed. degrees from Springfield College. He also received a B.S. in engineering from the U.S. Merchant Marine Academy. Dr. Lake has extensive firstline administrative experience in higher education. He has been responsible for founding one community college in Michigan and two in New York State, in each instance being "the first person on the payroll" for a new community college. He has had experience in both teaching and administration at the university level. He has a deep commitment to comprehensive community college programming with open accessibility and has had wide and successful experience in all aspects of community college planning, organization, development, and administration. He has served as a consultant/evaluator for the North Central Association of Colleges and Secondary Schools.

**JAMES E. LORION**, practicum evaluator, is special assistant to the chancellor at Cuyahoga Community College. Dr. Lorion received his B.A. degree from Michigan State University, his M.A. degree from the University of Michigan, and his Ph.D. degree from the Ohio State University. His past experience includes serving as a high school teacher, college counselor, director of admissions, dean of student services, and director of continuing education. Dr. Lorion is the co-author, with Ronald F. Campbell, of *Performance Contracting in School Systems* (Charles E. Merrill, 1978).

**JOHN LOSAK**, practicum evaluator and MARP advisor, national lecturer in Learning Theory and Applications, is dean of institutional research at Miami-Dade Community College. Dr. Losak received his B.A. and M.A. degrees from the University of Florida and his Ph.D. degree from Florida State University, where he was a Kellogg Fellow. He has many years experience as a counselor, psychologist, testing specialist, and teacher. He has taught both graduate and undergraduate courses at Barry College, Miami-Dade Community College, the University of Miami, and Florida International University, as well as having taught at Nova University. Dr. Losak is the author of many publications and has served on several committees, most recently the College Entrance Examination Board—College Scholarship Service Assembly and on the Council on College Level Services, a national advisory committee to the College Entrance Examination Board.

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**JANE E. MATSON**, MARP advisor, is professor of Education at California State University at Los Angeles. She received her B.A. degree from the University of Chicago and her M.A. and Ed.D. degrees from Stanford University. Dr. Matson has many years of teaching, administra-

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**ROSS E. MORETON** is the director of the Center for Higher Education. He also serves as national lecturer in the Economics, Law, and Politics of Higher Education and as central staff committee member for MARPs. Dr. Moreton received a B.S. degree from Carson-Newman College in Jefferson City, Tennessee, his M.A. degree from East Tennessee State University, and his Ed.D. degree from The University of Mississippi. Before becoming director, Dr. Moreton had been acting director and associate director of the center, as well as the director of the specialization in Vocational, Technical, and Occupational Education. Prior to coming to Nova, Dr. Moreton held several positions at Hillsborough Community College (Florida) including provost and campus director of the Plant City campus, dean of the Plant City Center, dean of instructional programs, associate dean for branches, and associate dean of instruction. He has also served as an instructor in the School of Education at The University of Mississippi and a school principal and teacher.

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**RICHARD E. RIPPLE**, MARP advisor and national lecturer in Learning Theory and Applications, is professor of educational psychology at Cornell University. Dr. Ripple received his undergraduate degree from the University of Wisconsin at Milwaukee and his M.S. and Ph.D. degrees from the University of Wisconsin, Madison. He was the coordinator of the graduate program in educational psychology and measurement at Cornell, and prior to that, had nine years of experience in teaching, administration, and research in public school and military settings. Dr. Ripple was also Senior Fulbright Scholar at the University of Exeter in England and visiting professor at the University of Hawaii and Monash University in Melbourne, Australia. He is past editor of the *Educational Psychologist* and consulting editor of the *Child Study Journal* and *Contemporary Educational Psychology*. Dr. Ripple has written extensively in the areas of

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**FRANK SAMUELS**, national lecturer in Personnel and Governance and Management, is dean of the General Education Division of Milwaukee Area Technical College. Dr. Samuels received his B.S. and M.S. degrees from the University of Wisconsin at Milwaukee and his Ph.D. degree from the University of Illinois. He has held a number of teaching and administrative positions in higher education.

**JOHN A. SCIGLIANO**, national lecturer in Governance and Management is director of the Information Science Program at Nova University. He received a B.S. degree from Florida State University and his M.Ed. and Ed.D. degrees from the University of Florida. Prior to assuming the director's position, Dr. Scigliano was an associate professor at Kent State University; and for eight years prior to this, he had been at Nova University in three capacities: registrar, director of the Community College Program, and director of the Center for Higher Education. He was an NDEA fellow at the University of Florida; instructor of electronics, department chairman, and division chairman of technical education at Broward Community College in Fort Lauderdale, Florida; instructor of electronics at Pensacola (Florida) Technical High School; engaged in engineering design and sales for Foran systems and W.G. Beal, Inc. He served in the United States Marine Corps as a pilot and squadron officer. Dr. Scigliano has published several books and articles and has served as consultant to the Georgia State Department of Education and a number of schools and school districts in Georgia.

**CLIFFORD L. SHISLER**, practicum evaluator and national lecturer in Applied Educational Research and Evaluation, is program development specialist with the Office of Research Development and Administration at Southern Illinois University at Carbondale. Dr. Shisler received his B.F.A. degree from the State University of New York at Buffalo, his M.Ed. degree at the University of Arizona, and his Ph.D. degree at the University of South Carolina. He has served as dean of instruction and director of curriculum development at Greenville (South Carolina) Technical College, and supervisor of Title I Research and Evaluation with the Duval

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**ELIZABETH L. VAN DALSEM**, MARP advisor, is professor of counseling and coordinator of the General Counseling Program at San Francisco State University. Dr. Van Dalsem received her B.A., M.A., and Ed.D. degrees from Stanford University. She has many years experience as a school psychologist, teacher, and counselor. Among Dr. Van Dalsem's publication is *The Counselor Today*, edited with James K. Winfrey (Simon and Schuster, 1971).

**KENNETH E. VARCOE**, practicum evaluator and national lecturer in Societal Factors Affecting Education, is assistant vice president for student affairs at Penn State University. Dr. Varcoe received his B.A. degree from Trenton State College, and his M.S. and Ph.D. degrees from Southern Illinois University. He also worked at S.I.U. as staff assistant to the dean of students, assistant coordinator of student activities, and assistant dean. Dr. Varcoe has much experience as a speaker and leader of workshops in the areas of student development and leadership training.

**JAMES I. WATTENBARGER**, MARP advisor and national lecturer in The Emergence of Higher Education in America, is professor and director of the Institute of Higher Education at the University of Florida, where he also serves as chairman of the Department of Educational Administration. Dr. Wattenbarger received his B.A., M.A., and Ed.D. degrees at the University of Florida. Before joining the University of Florida he worked with the Florida Department of Education as director of the Division of Community and Junior Colleges, assistant state superintendent, and executive officer of the State Junior College Board. His other professional activities include memberships on many national boards, panels, and commissions. He is currently on the Editorial Board of *Community College Review* and serves on the Brookings Institution's Community College Finance Advisory Panel. Dr. Wattenbarger has written widely on the two-year college movement and is the author of numerous books, studies, and articles.

**JOHN R. WEST**, practicum evaluator and coordinator of the Santa Ana Cluster, is dean, special services, at Santa Ana College. He received his B.A. and M.A. degrees from California State University at Fullerton and his Ed.D. degree from Nova University. Dr. West has served as a training supervisor in private industry, an employment services officer with the State of California, and an instructor at Santa Ana College and Cal-State, Fullerton. He is active in a number of civic and professional organizations.

**RENEE WESTCOTT-HILL**, national lecturer in Curriculum and Program Planning, is vice president for learning resources at Central Piedmont Community College in Charlotte, North Carolina. Dr. Westcott-Hill received her B.A. degree from Fayetteville State University, her M.A. degree from North Carolina Central University, and her Ed.D. degree from Duke University. She has also studied at Juilliard School of Music, Caputo Conservatory (Carnegie Hall), and Johns Hopkins University. Prior to becoming vice president, Dr. Westcott-Hill was head of the Reading Department at Central Piedmont Community College. She also was commissioner of the North Carolina Division of Social Services, and Curriculum/Media specialist with the North Carolina State Commission on Higher Education Facilities. Dr. Westcott-Hill also has extensive experience as an elementary school and pre-school teacher. She is the author of several reports on curriculum and instruction.

**EARL L. WRIGHT**, national lecturer in Learning Theory and Applications, is vice president of student services at San Antonio College, San Antonio, Texas. Dr. Wright received his B.A. and M.A. degrees from St. Mary's University and his Ph.D. degree from the University of Texas at Austin. He had served as a teacher and administrator several years before he accepted the position of dean of student affairs at San Antonio College. He served in that position from 1976-1981. Dr. Wright is also active in a number of civic and professional organizations.



**Further Information** Those who are interested in obtaining additional information on the program described in this bulletin may do so by contacting the Center for Higher Education, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314—(305) 475-7380 or the coordinator of a cluster in their area.

The following is a list of clusters that are accepting applications for admission. Each cluster is identified by the cluster name and the name, address, and telephone number of the cluster coordinator.

**ALABAMA**

Dr. Dennis Adams  
Wallace State Comm. Coll.  
Highway 31, Route 6  
Hanceville, AL 35077  
H) 205/739-1582  
B) 205/352-6403 Ext. 208

**CHICAGO**

Dr. George Grimes  
727 South Home Avenue  
Oak Park, IL 60304  
H) 312/848-0368  
B) 312/583-4050 Ext. 644

**DALLAS**

Dr. Anita Barrett  
8453 Mary's Creek Drive  
Fort Worth, TX 76116  
H) 817/244-3309 (Evenings and  
Weekends Only)

**FOND DU LAC**

Dr. Jerry J. Stepien  
Nova University  
532 East Ninth Street  
Fond du Lac, WI 54935  
H) 414/922-2823 (Evenings and  
Weekends Only)

**FORT BRAGG**

Dr. Boyd Ayers  
3529 Furman Drive  
Fayetteville, NC 28304  
H) 919/484-0228

**GLENDALE**

Dr. John A. Davitt  
Glendale College  
Glendale, CA 91208  
B) 213/240-1000

**GREENWOOD**

Dr. John A. Morgan, Jr.  
Gatewood, A-64, Route 5  
Greenwood, SC 29646  
H) 803/229-7742  
B) 803/223-9442

**HAMPTON/RICHMOND**

Dr. Philip L. Woolf  
3140 Klondike Road  
Richmond, VA 23235  
H) 804/320-8035

**MASSACHUSETTS**

Dr. Robert Sharples  
3 Meadow Street  
South Dartmouth, MA 02748  
H) 617/993-3129

**MISSISSIPPI**

Dr. Mose Yvonne Hooks  
Shelby State Comm. Coll.  
1588 Union Avenue  
Memphis, TN 38174-0568  
H) 901/774-8250  
B) 901/528-6760

**MOREHEAD CITY**

Dr. Donald W. Bryant  
Carteret Technical College  
Morehead City, NC 28557  
H) 919/726-2894 (After 7:00)  
B) 919/247-3094 (Before 5:00)

**MYRTLE BEACH**

Dr. Kent Sharples  
P.O. Box 1966  
Conway, SC 29526  
H) 803/626-7031  
B) 803/347-3186

#### OAKLAND

Dr. Peter Kassebaum  
793 Lombard Way  
Rohnert Park, CA 94928  
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and Weekends)

#### PHILADELPHIA

Dr. Phyllis Cooper  
39 Frog Hollow Road  
Churchville, PA 18966  
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B) 609/771-2522

#### PHOENIX

Dr. Raul Cardenas  
S. Mountain Comm. Coll.  
7050 South 24th Street  
Phoenix, AZ 85040  
B) 602/243-6666

#### RAPID CITY

Mr. David Howell  
Box 302  
Rapid City, SD 57709  
1-800/843-8892 or 605/394-4928

#### SACRAMENTO

Dr. Ernest H. Berg  
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#### SAN DIEGO

Dr. Elaine M. McLevie  
Grossmont College  
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El Cajon, CA 92020  
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#### SANTA ANA

Dr. John West  
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#### TAMPA

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#### VENTURA

Dr. Edward F. Tennen  
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H) 805/645-1427  
B) 805/529-2321

#### VERMONT/NEW HAMPSHIRE

Mr. Alan Weiss  
Vermont College  
Montpelier, VT 05602  
B) 802/229-0522 Ext. 297

or

Dr. Rita M. Brack  
Notre Dame College  
2321 Elm Street  
Manchester, NH 03104  
H) 603/623-2640  
B) 603/669-4298 Ext. 155

#### WEST FLORIDA

Dr. Gaspare B. Tamburello  
5930 Admiral Doyle Road  
Pensacola, FL 32506  
H) 904/456-0480 (Evenings and  
Weekends Only)

There are also several areas of potential cluster formation. These areas include, but are not limited to, the following:

HONOLULU, HAWAII  
KANSAS CITY, MISSOURI  
ST. LOUIS, MISSOURI

# About Nova University



Nova University was chartered by the State of Florida in 1964. Numerous graduate programs offer master's and doctoral programs and postgraduate education. Nova College offers undergraduate education, and the University School, a demonstration school, serves children from preschool through high school. In addition, nondegree, continuing education and certificate programs are available.

From the beginning, the University has distinguished itself by its innovative outlook, its unique programs that provide both traditional and nontraditional choices in educational programs, and its research in many fields aimed at solving the problems of immediate concern to mankind.

In 1970, Nova University joined in an educational consortium with the New York Institute of Technology, an independent, nonprofit institution with campuses in Manhattan and at Old Westbury and Commack, Long Island.

The Nova University campus is located on a 200-acre site west of Fort Lauderdale, Florida, at 3301 College Avenue in the town of Davie.

# Personnel

## CENTER FOR HIGHER EDUCATION—STAFF

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GEORGE M. BARTON, Ed.D.

*Director of Instruction*

ELIZABETH POLINER, M.Ed.

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## ADVISORY PANEL MEMBERS

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The provisions set forth in this bulletin are not to be regarded as an irrevocable contract between the student and Nova University. The regulations and requirements herein, including tuition and fees, are necessarily subject to change without notice at any time at the discretion of the administration. The University further reserves the right to require a student to withdraw at any time, as well as the right to impose probation on any student whose conduct is unsatisfactory. Any admission on the basis of false statements or documents is void upon the discovery of the fraud, and the student is not entitled to any credit for work which he may have done at the University. Upon dismissal or suspension from the University for cause, there will be no refund of tuition and fees. The balance due Nova University will be considered receivable and will be collected.

A transcript of a student's academic record cannot be released until all his/her accounts, academic and non-academic, are paid.

Nova University maintains a system of records which includes application forms, letters of recommendation, admission test scores and transcripts of students' previous academic records and Nova University transcripts. These records may be made available upon written request through the Office of Registrar. The law limits access and disclosure to a third party. Such access is given only upon consent of the student or if required by law. A person does not have the right of access to educational records until he or she has been admitted and has actually begun attending Nova University. There is no prohibition from disclosing such information to the parents of students who are listed on their parents' federal income tax forms.

Parents or eligible students will be provided a hearing by Nova University if they wish to challenge the content of the record. If still not satisfied, the parents or eligible student may add explanatory or rebuttal matter to the record. If the student or parents are denied access to a hearing or if records are alleged to have been illegally disclosed to a third party, the student or parents may file a complaint with the Family Educational Rights and Privacy Act (FERPA) Office, U.S. Department of Health, Education and Welfare, Washington, D.C. 20201.

Nova University does not discriminate on the basis of handicap, sex, race, religion, national or ethnic origin in admission, access or employment for any of its programs and activities. The University Registrar and Director of Personnel have been designated as student and employee coordinators, respectively, to assure compliance with the provisions of the applicable laws and regulations relative to non-discrimination. Nova University programs are approved by the coordinator for Veterans Approval, State of Florida, Department of Education, for veterans' educational benefits.

The school is authorized under Federal Law to enroll non-immigrant alien students.

The Nova University general policies on Student Relations are on file in the office of the registrar.



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